



SC Annual School Report Card Summary

Red Bank Elementary

Lexington 1

Grades: PK-5

Enrollment: 590

Principal: Marie G. Watson

Superintendent: Dr. Karen C. Woodward

Board Chair: G. Edwin Harmon, Ph.D.

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Average	Average	TBD	TBD	Met	N/A
2008	Average	At-Risk	N/A	N/A	Not Met	N/A
2007	Average	At-Risk	N/A	N/A	Not Met	CSI

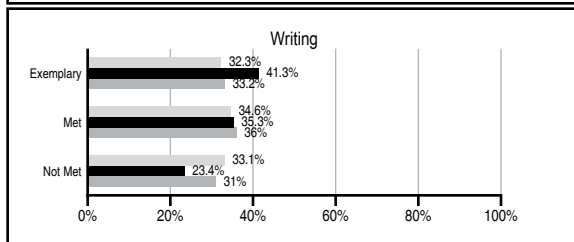
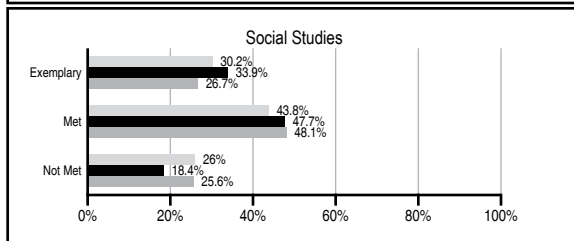
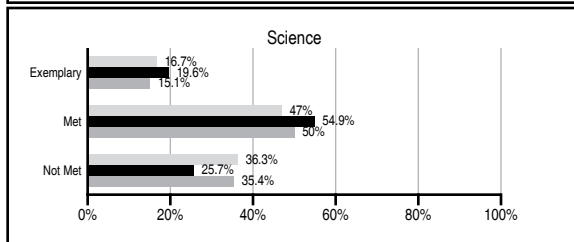
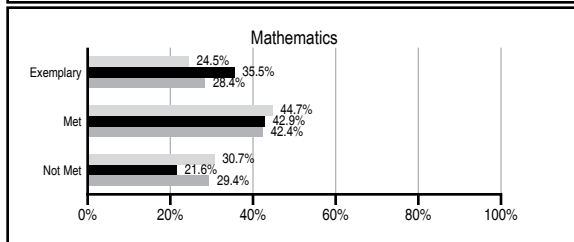
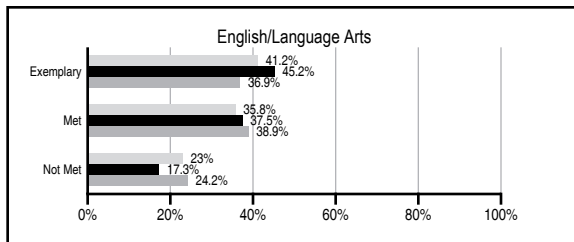
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
17	36	35	0	0

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 4 (2007)

South Carolina	41	33	20	5
Nation	34	34	24	7
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

MATH – GRADE 4 (2007)

South Carolina	20	44	31	5
Nation	19	43	33	5
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

SCIENCE – GRADE 4 (2005)

South Carolina	36	39	23	2
Nation	34	39	25	2
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Vision:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Red Bank Elementary [Lexington 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=590)				
Retention rate	0.4%	Down from 2.1%	1.6%	1.9%
Attendance rate	95.9%	No Change	96.4%	96.3%
Eligible for gifted and talented	13.2%	Down from 14.6%	15.1%	10.0%
With disabilities other than speech	8.3%	Down from 10.1%	7.2%	7.7%
Older than usual for grade	0.4%	Up from 0.0%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	79.2%	Down from 80.4%	61.4%	59.4%
Continuing contract teachers	85.4%	Up from 75.0%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.1%	0.0%	0.0%
Teachers returning from previous year	81.7%	Up from 81.5%	88.7%	85.9%
Teacher attendance rate	95.2%	Up from 94.8%	95.1%	95.1%
Average teacher salary*	\$51,605	Up 4.8%	\$48,408	\$47,149
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	7.2 days	Down from 9.4 days	11.3 days	11.1 days
School				
Principal's years at school	5.5	Up from 5.0	6.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 17.7 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.3%	Up from 89.2%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,314	Up 45.8%	\$6,983	\$7,458
Percent of expenditures for instruction**	73.5%	Down from 73.8%	68.9%	68.8%
Percent of expenditures for teacher salaries**	55.9%	Down from 71.2%	60.8%	63.2%
% of AYP objectives met	100.0%	Up from 85.7%	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	53	72	45
Percent satisfied with learning environment	100.0%	84.3%	84.1%
Percent satisfied with social and physical environment	98.1%	90.3%	80.0%
Percent satisfied with school-home relations	100.0%	87.5%	73.3%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Red Bank Elementary School implemented a systemic approach to interventions in the 2008–2009 school year.

First we assessed students through Measures of Academic Progress tests and used this information as well as other diagnostic information to identify students who could benefit from targeted instruction in reading and mathematics during seminar blocks. We grouped students according to their needs and used these 30-minute blocks of time for additional reading or mathematics instruction. This instruction took place in addition to the core curriculum they received for mathematics and English/language arts.

A morning activities block provided learning experiences for students who arrived at school prior to the start of classes. These activities focused on mathematics, physical fitness, language and reading. Students could participate in meaningful activities rather than sitting in the hallways until classes began.

Teachers worked collaboratively to interpret state standards and to determine which standards were most essential for every child to know. Grade levels set goals for student achievement which were the driving force whenever teachers planned assessments and lessons collaboratively.

Students could re-take tests whenever they did not master the material. This practice sent the message that failure is not an option and that learning must take place.

At every grade level, students improved their performance over the previous years. This improvement was based on data from benchmark fluency measures and on the district-wide assessment, Measures of Academic Progress (MAP). We celebrated our students' success by recognizing grade levels and individual students for their accomplishments and growth.

We are challenged by the number of students who need interventions in reading and mathematics. Although we know that small group, direct instruction with immediate feedback is best; we struggle to provide this kind of instruction. We need more instructors in order to offer enough small group instruction. As a compromise, we have devised a schedule that demands urgency in teaching and learning, and we systematically address the needs of students through regular progress monitoring.

We look forward to the coming year and the possibilities of continued growth in student achievement.

We have learned from our intervention implementation this year, and we expect to become even better!

Marie Watson, Principal
DeVita Scott, SIC Chair

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